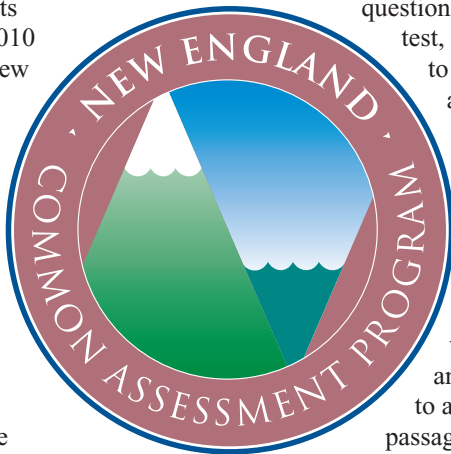


About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

School Results

School: Thomas J McMahon Elementary School

District: Lewiston School Department

Code: 1088-1284



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Grade Level Summary Report

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested With an approved accommodation Current LEP Students With an approved accommodation IEP Students With an approved accommodation Students not tested in NECAP State Approved Alternate Assessment First Year LEP Withdrew After October 1 Enrolled After October 1 Special Consideration Other	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				57	2	4	26	46	19	33	10	18	739	315	6	46	27	21	740	14,013	11	55	24	10	745
MATH				57	5	9	15	26	16	28	21	37	735	322	9	31	21	39	736	14,044	16	42	21	20	742
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Reading Results

School: Thomas J McMahon Elementary Sc
 District: Lewiston School Department
 State: Maine
 Code: 1088-1284

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

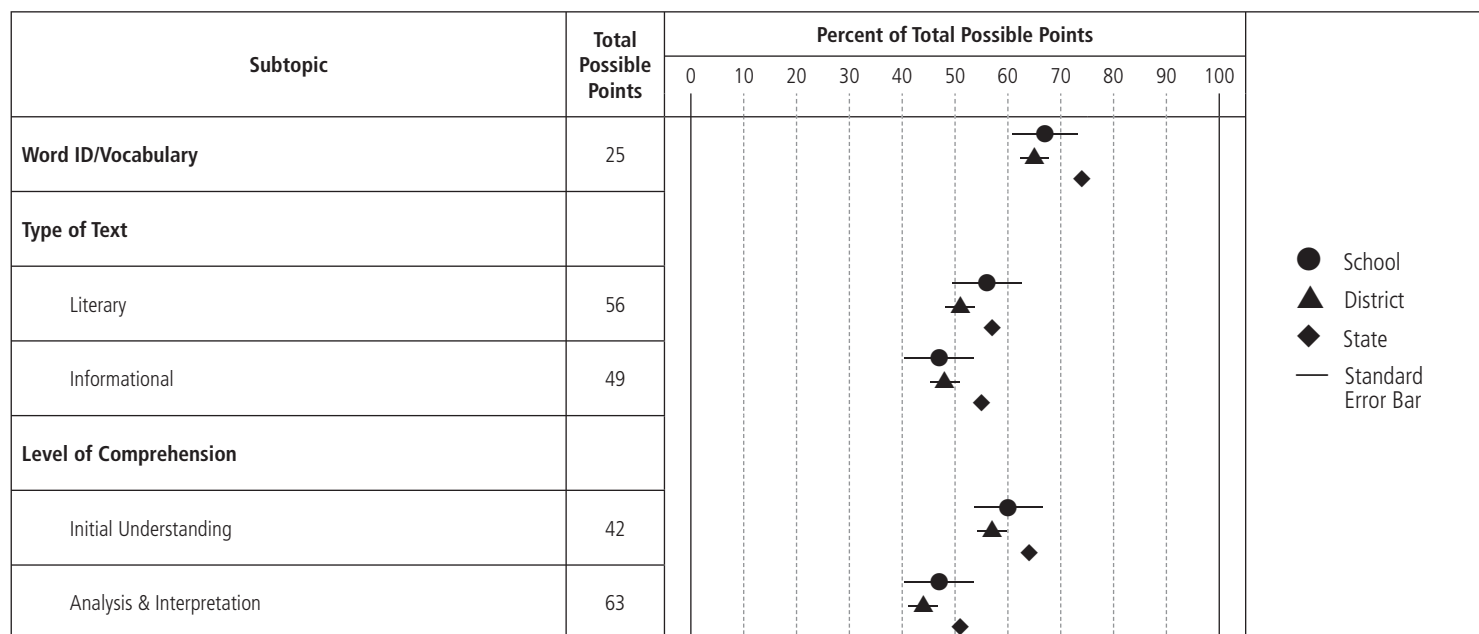
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				53 57	3 2	6 4	29 26	55 46	14 19	26 33	7 10	13 18	743 739
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				313 315	33 18	11 6	161 146	51 46	84 85	27 27	35 66	11 21	744 740
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,017 14,013	1,319 1,475	9 11	8,323 7,775	59 55	3,222 3,382	23 24	1,153 1,381	8 10	745 745





Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Disaggregated Reading Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				57	2	4	26	46	19	33	10	18	739	315	6	46	27	21	740	14,013	11	55	24	10	745
Gender																									
Male				31	1	3	11	35	14	45	5	16	736	168	4	40	31	25	737	7,088	6	53	28	13	742
Female				26	1	4	15	58	5	19	5	19	743	147	7	54	22	16	743	6,924	15	58	20	7	747
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				2										8						195	7	46	36	11	741
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										4						157	10	51	22	17	743
Asian				1										1						180	18	46	27	9	746
Black or African American				14	0	0	4	29	5	36	5	36	729	80	5	25	23	48	731	341	3	39	32	26	737
Native Hawaiian or Pacific Islander				0										0						7					
White				40	2	5	22	55	11	28	5	13	743	221	6	54	28	12	743	13,031	11	56	24	9	745
Two or more races				0										1						101	4	54	28	14	742
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				12	0	0	1	8	6	50	5	42	726	59	0	14	25	61	726	316	1	31	36	32	734
Former LEP student - monitoring year 1				0										0						25	16	80	4	0	753
Former LEP student - monitoring year 2				0										1						12	42	58	0	0	758
All Other Students				45	2	4	25	56	13	29	5	11	742	255	7	54	27	12	743	13,660	11	56	24	9	745
IEP																									
Students with an IEP				17	0	0	2	12	9	53	6	35	729	61	0	11	39	49	728	2,139	<1	20	41	39	732
All Other Students				40	2	5	24	60	10	25	4	10	743	254	7	55	24	14	743	11,874	12	62	21	5	747
SES																									
Economically Disadvantaged Students				29	1	3	10	34	10	34	8	28	735	220	4	38	30	28	737	6,016	4	47	32	16	740
All Other Students				28	1	4	16	57	9	32	2	7	743	95	9	66	19	5	747	7,997	15	62	18	5	748
Migrant																									
Migrant Students				0										0						6					
All Other Students				57	2	4	26	46	19	33	10	18	739	315	6	46	27	21	740	14,007	11	56	24	10	745
Title I																									
Students Receiving Title I Services				8										65	0	42	49	9	739	1,438	4	39	42	15	739
All Other Students				49	2	4	23	47	15	31	9	18	739	250	7	48	21	24	740	12,575	11	57	22	9	745
504 Plan																									
Students with a 504 Plan				5										12	8	58	17	17	742	309	7	56	28	8	743
All Other Students				52	2	4	23	44	17	33	10	19	738	303	6	46	27	21	740	13,704	11	55	24	10	745

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Mathematics Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

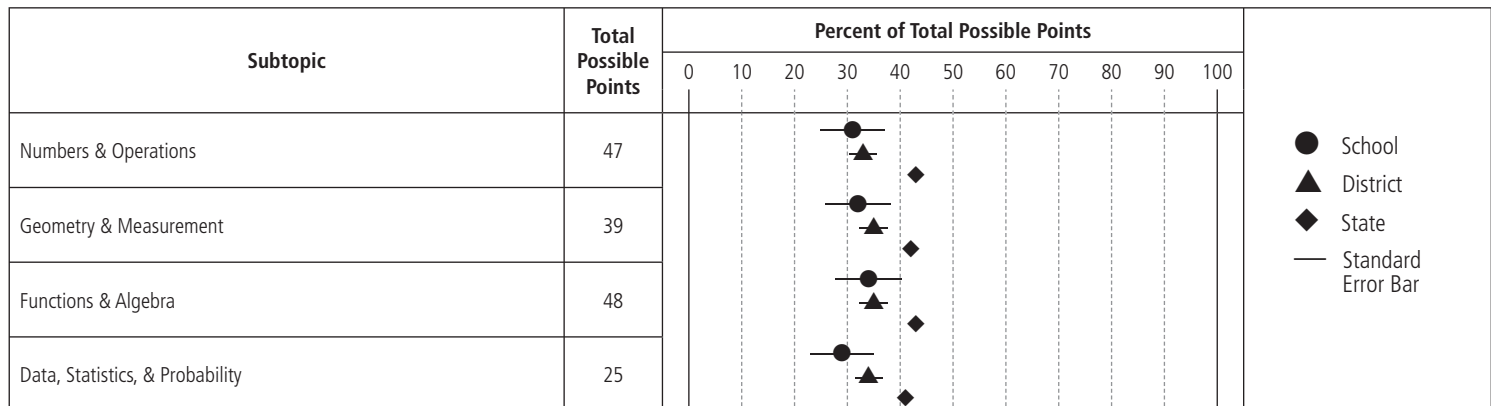
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total				53 57	7 5	13 9	22 15	42 26	6 16	11 28	18 21	34 37	739 735
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total				315 322	46 28	15 9	114 101	36 31	57 69	18 21	98 124	31 39	739 736
STATE 2008-09 2009-10 2010-11 Cumulative Total				14,039 14,044	2,603 2,310	19 16	5,725 5,892	41 42	2,822 2,990	20 21	2,889 2,852	21 20	742 742





Fall 2010 - Beginning of Grade 7 NECAP Tests

Grade 6 Students in 2009-2010

Disaggregated Mathematics Results

School: Thomas J McMahon Elementary Sc
District: Lewiston School Department
State: Maine
Code: 1088-1284

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				57	5	9	15	26	16	28	21	37	735	322	9	31	21	39	736	14,044	16	42	21	20	742
Gender																									
Male				31	3	10	5	16	10	32	13	42	733	171	11	30	16	42	736	7,111	17	41	21	21	742
Female				26	2	8	10	38	6	23	8	31	737	151	6	32	27	34	736	6,932	16	43	22	20	742
Not Reported				0										0						1					
Race/Ethnicity																									
Hispanic or Latino				2										8						202	10	35	24	32	738
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										4						157	16	35	23	26	740
Asian				1										1						186	18	45	19	18	743
Black or African American				14	0	0	0	0	3	21	11	79	722	87	1	14	15	70	727	364	6	22	23	49	733
Native Hawaiian or Pacific Islander				0										0						7					
White				40	5	13	15	38	11	28	9	23	740	221	11	39	23	27	739	13,026	17	43	21	19	742
Two or more races				0										1						101	14	35	18	34	739
No Race/Ethnicity Reported				0										0						1					
LEP Status																									
Current LEP student				12	0	0	0	0	2	17	10	83	721	66	0	8	9	83	724	361	3	25	20	52	733
Former LEP student - monitoring year 1				0										0						25	36	36	16	12	747
Former LEP student - monitoring year 2				0										1						12	25	67	8	0	748
All Other Students				45	5	11	15	33	14	31	11	24	739	255	11	37	25	27	739	13,646	17	42	21	20	742
IEP																									
Students with an IEP				17	1	6	1	6	3	18	12	71	729	61	3	8	15	74	728	2,129	2	16	23	59	731
All Other Students				40	4	10	14	35	13	33	9	23	738	261	10	37	23	30	738	11,915	19	47	21	13	744
SES																									
Economically Disadvantaged Students				29	4	14	3	10	6	21	16	55	731	227	7	25	20	48	734	6,044	8	36	26	31	738
All Other Students				28	1	4	12	43	10	36	5	18	739	95	13	47	25	15	742	8,000	23	47	18	12	745
Migrant																									
Migrant Students				0										0						6					
All Other Students				57	5	9	15	26	16	28	21	37	735	322	9	31	21	39	736	14,038	16	42	21	20	742
Title I																									
Students Receiving Title I Services				8										65	0	25	37	38	735	1,455	5	29	32	35	737
All Other Students				49	5	10	14	29	11	22	19	39	735	257	11	33	18	39	736	12,589	18	43	20	19	742
504 Plan																									
Students with a 504 Plan				5										12	17	33	25	25	738	309	12	46	22	21	741
All Other Students				52	4	8	13	25	15	29	20	38	735	310	8	31	21	39	736	13,735	17	42	21	20	742

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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